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As part of the Great Cities Program for School Improvement, the Buffalo Project was designed to attack the social inertia, low degree of interest, achievement and progress, and uninspired motivational patterns characteristic of children from a community low on the socio-economic scale. This was sought through an enriched school program of teaching, coaching, teacher training, and community interaction, as well as assistance from community agencies and community involvement through a visiting social worker and other agencies. The needs, abilities, and talents of the children involved were identified and a program of education and community interaction to meet these needs, abilities, and talents was developed. Objective and Subjective means of evaluation were used. A neighboring school was given similar tests for control purposes (School #47). Additional staff for the project included a reading consultant, a remedial reading teacher, a speech therapist, an additional arts teacher, an additional music teacher, a part-time arithmetic coaching teacher, and a school social worker. Both objective testing procedures and subjective evaluation by the faculty showed significant improvements in progress and attitudes for all but a small percentage of children. Significant among the achievements of the additional staff were those of the school social worker. Overall evaluation of the program shows an apparent two months additional progress in every four months of the program at little additional cost - about twenty cents per day per child or ten cents per child per month of progress in excess of the normal rate of progress. Included is a statement of methods, procedures, evaluations, observational data for the one school term of operation, and a statement of action. (Tables show comparisons between experimental school and similar control).

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GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT

REPORT OF THE FORD FOUNDATION PILOT PROJECT

BUFFALO, NEW YORK

JANUARY 1961 — JUNE 1961

Bingen

SCHOOL NO. 12

DEVELOPING AN EDUCATIONAL PROGRAM

ADAPTED TO THE NEEDS

OF THE

CULTURALLY DIFFERENT

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

BUFFALO BOARD OF EDUCATION
CITY HALL
BUFFALO, NEW YORK

ED001016

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Superintendent of Schools

BOARD OF EDUCATION
BUFFALO, NEW YORK

JOSEPH MANCH
SUPERINTENDENT OF SCHOOLS

October 6, 1961

To the Members of the Board of Education:

I am pleased to present herewith the second report on the Pilot Project for developing a program of education adapted to the needs of the culturally different which was conducted at School 12 from February to June, 1961 with the sponsorship and assistance of the Ford Foundation.

This report describes the things which were done to adapt the program in a typical elementary school to meet the needs of a group of children who require modifications in the standard school program in order to make their education more meaningful and more productive. It also describes clear cut educational and personal gains which were made by the children as a result of the program which was conducted. It shows how the work of the school was able to reach out into the community for resources to help the child and also how the school helped to contribute to the welfare and improvement of the entire community which it served.

We believe that the results reported in this document have real significance for those who plan educational programs for communities having similar needs. These results may also point the way for successful efforts in the future towards serving more adequately other children in our schools whose environment creates the kind of needs which this program was designed to meet.

JOSEPH MANCH
SUPERINTENDENT OF SCHOOLS

FORD FOUNDATION

GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT

The Ford Foundation granted the Board of Education of the City of Buffalo $75,000.00 to make a pilot study.

DEVELOPING AN EDUCATIONAL PROGRAM ADAPTED TO THE NEEDS OF THE CULTURALLY DIFFERENT

From January 1961 to August 1961

Dr. Joseph Manch, Superintendent of Schools, Buffalo, New York, appointed the following staff to direct and implement the study.

Director -

Dr. Gordon H. Higgins, a principal of more than thirty years' experience

Educational Coordinator -

Miss Helen Burns, an elementary supervisor for several years, director of curriculum, and an elementary principal for twelve years

Chief Psychologist -

Dr. Jonah D. Margulis, a teacher of many years experience, coordinator of special progress classes and school psychologist for ten years

Community Coordinator -

Dr. Irvin Himmele, a high school assistant principal for sixteen years' and an assistant superintendent of schools in home and school coordination for ten years.

A report of action was issued in April 1961 entitled, PROGRESS REPORT - "AFTER TEN WEEKS".

A second report is now presented. It is a report of the operation of the Pilot Project at Schools No. 12 and No. 47 in Buffalo, New York. This is a statement of Methods, Procedures, Evaluations, Observational Data for the one school term of operation, and a statement of action, direction and plans resulting from the Pilot Project to be put into operation for the future.

DEVELOPING AN EDUCATIONAL PROGRAM ADAPTED TO
THE NEEDS OF THE CULTURALLY DIFFERENT

REPORT OF THE PILOT PROJECT AS OF JULY, 1961

From February to June 1961 a Ford Foundation Great Cities Program for School Improvement Pilot Project has been conducted in Buffalo. It has been a study, "Adapting a Program of Education to the Needs of Children Living in a Culturally Deprived Area". The program has been in progress at School No. 12 in the center of a low socio-economic section, and has involved all of the children in the school. A nearby school district No. 47 has been used as the control group. Through an enriched school program of teaching, coaching, teacher training and community interaction, as well as assistance from community agencies and community involvement through a visiting school social worker and other agencies, a vigorous attack has been made on social inertia, low degree of interest in achievement and progress, and uninspired motivational patterns. Many signs of improvement in child growth, aspiration, achievement and favorable attitudes have become evident.

Signs of parental and family interest have deepened and increased. Evidences of community involvement have appeared and developed. Social agencies, private and public, have given assistance. The pilot project has brought together a concentration of community efforts by agencies and use of community resources for the solution of some of the most pressing socio-economic and socio-educational problems of the community and its population.

School No. 12, with a membership of 545 children in sixteen grades and three kindergartens, is housed in a fine new building located in an area of high negative social factors. Most of the population has come to the city within the last fifteen years. The people are in general living in a low to very low economic status. Though they live in the city, in fact in the heart of it, they are not integrated into its community life, nor have they developed any firm community interests, participations or attachments. The problems of living are their chief concern and they are not well oriented or equipped to solve them.

To identify the needs, abilities and talents of the children living in a "Sub-standard" environment, and to develop a program of education and community interaction with the educational process to meet these needs, abilities and talents is the purpose of this study. It is evident that the school must supply as far as possible those favorable, needed and necessary attributes for development which are lacking in the child's environment. It is also acknowledged that the school alone cannot do this. Therefore many other agencies and institutions of the community must be involved in this process. Though the functions of the study originate in the school, much of the operation of the program extends into the homes, the neighborhoods and other aspects of the environment of the children. The objectives are immediately concerned with the development of the children through improvement in their family, school and community activities, but there are objectives of longer range -the improvement of the community through the improvement of its population.

Since the children's experience in neighborhood and home is restricted in relation to the main stream of culture in the community, it is essential that cultural influences be enriched to make the dominant value patterns more meaningful. Much individual and social potential may be more fully developed if motivations and aspirations can be aroused which will enable this part of our population to find greater success in educational and economic achievement. In general the school progress of children living in an impoverished area is slower than normal achievement. At the onset of this project the median reading achievement in sixth grade was fourth grade. This lag in achievement was apparent from the beginning of school experience where it was evident that many of the children were not normally ready for school experiences. The transition from homes in a deprived area to school, therefore, must be deliberately facilitated by a school and community program which recognizes that values, preparation and experiences in the children's ways of living may be widely divergent from what schools expect. Specific ways in which the operation of the project met these differences will appear in the project procedures.

In planning the project it was necessary to provide for ways and means of keeping the operation oriented and its procedures evaluated. Both objective and subjective measures were planned and the shortcomings of each type were recognized. Teacher opinions and home and community attitudes were sought, and a testing program of

both individual potential and achievement was effected. A neighboring school closely resembling the experimental situation was given the same testing program as the control basis for achievement comparisons. The staff of the project fully realized the defects of the tests in relation to the experience and environment of the children. However, since we were measuring "before and after" and no better objective measuring devices were available, the usual types of tests were used. We were more interested in the amount of change indicated by the "before and after" achievement tests than in the actual scores. The results of these methods of evaluation are given in the chapter on Quantitative Results. Though the time between measurements was short—approximately four months—the direction and degree of the success of the project program is clearly indicated.

The section on Observational Data seems to the project staff and the teachers to be particularly significant. It has much value for guiding further steps in the operation and planning of not only this project but also in adaptations of the content and methods of the program to other situations. There is movement and action and momentum being started and it has direction toward worthy goals. Though the program has operated for only one term of the school year, there is much evidence of favorable change in attitudes, motivations and values of children, parents and teachers. Where there seems to have been a feeling that maintaining the "status quo" was a favorable degree of success, there is now a rapidly growing attitude that much can be accomplished in the school, in the neighborhood, in the community. Encouraging factors are most certainly gaining strength as discouraging situations yield to concerted action.

PROJECT PROCEDURES

To put the study in operation the following positions were added to the regular staff of the school.

1. A Reading Consultant was assigned from the Buffalo Public Schools Reading Center. Her chief function was the improvement of the teaching of reading.

2. A Remedial Reading Teacher was assigned to teach the selected low achievers in reading.

3. A Speech Teacher (Therapist) was assigned to analyze the needs of the children and take corrective measures.

4. An additional Art Teacher was assigned to act as both teacher and consultant for teachers.

5. An additional Music Teacher was assigned to act as both teacher and consultant for teachers.

6. A part-time coaching teacher aided children in arithmetic.

7. A School Social Worker

Plans were made for many trips outside of the school for both children and parents.

Assembly programs by both pupils and resources from the community were increased.

All of these services added to the usual school program and interpreted through meetings with parents, a School Social Worker working with the homes, and in cooperation with community agencies, and communication with the total community were woven into a school and community program. The following outline shows the general method of the operation.

PROJECT PROCEDURES

READING

STANFORD ACHIEVEMENT TESTS WERE ADMINISTERED TO EVERY CLASS IN GRADES 2-6

RESULTS USED AS A BASIS FOR RE-ORGANIZATION OF CLASSES

READING CONSULTANT

The needs of every class were carefully studied by the Reading Consultant from the Buffalo Board of Education Reading Center. As a result of this analysis, sets of basic readers were matched with the reading ability of the children of each group. In addition, supplementary readers and "take-home" books were correspondingly selected.

INCENTIVE FOR READING

Through the efforts of the reading consultant the children were exposed to hundreds of books at different levels and diversified interests. They were encouraged to borrow them, take them home, report on them if they so desired.

In each class an "incentive" was used on an individual basis so that each child could keep his own record, compare his record with those of his classmates. At the end of the term each child proudly walked home with his reading record.

SPECIAL READING TEACHER

The children in the slow reading group (no relation to I. Q.) in the second division of each grade were assigned to the special reading teacher for instruction at third grade level. The schedule was so arranged that this period coincides with the home-room reading period.

GROUP II

Average - I.Q.'s and Low Achievers

A group of fourth graders were also assigned to this special reading teacher. These children had average I.Q.'s, but their achievement in reading was way below the median for the grade. This group met three times a week for intensive reading help. This was in addition to their regular classroom reading period.

SPEECH THERAPIST

SURVEY

A survey was made of all the pupils in the field of speech, relative to the areas of sounds and cultural background needs. A program was then developed to implement these needs in order to lead the children from the plateau at which they were to higher ones.

SCHEDULE

The formal teaching program consisted of thirty minute lessons weekly in each of the sixteen classrooms. Remedial instruction in speech was provided for forty children. These classes were thirty minutes in length in groups of approximately six at a time in the speech laboratory. The remainder of the time was used for conferences, consultations, and teacher assistance.

READING CONSULTANT (Continued)

Sixty Reading Contests

To encourage boys and girls in the fourth, fifth, and sixth grades to read *Folk Tales*, Stories of Other Lands, Books on Science, Children of Other Lands, Books about Boys and Girls, Fun Stories and Poetry Books, contests were held weekly and books were awarded as prizes.

Seventy-seven Reading Demonstrations

Every teacher from first to sixth grade had the opportunity to observe several demonstration lessons. In addition, the reading consultant demonstrated each day for an eight week period in the fourth grade. In June 22 of these 28 children were level or above, with 5 reaching a seventh grade level. In the city-wide tests 19 had 90% or above in reading and 25 had a mark of 90% or above in spelling.

SPECIAL READING TEACHER (Continued)

Group I

In June fifty-two children showed gains of one month to two years in reading. Only two children failed to show any gain at all.

Group II

In June the median reading score in this group was 5.8 compared with a 4.5 median before intensive instruction was given.

SPEECH THERAPIST (Continued)

Program

The classroom speech lesson included work on vowels and consonant sounds, audio-training involving numerous activities in sound and word discrimination, poetry, and other related types of reading activity. The latter part of the period was devoted to the appreciation and enjoyment of poetry.

Emphasis on Phonetics

The pupils showed from the achievement testing given at the start of the program that their knowledge of phonetics was most inadequate. Therefore great emphasis was placed in this area by the speech teacher. It is significant to note that in February, only 25% of the first graders were at grade level in phonics, whereas at the end of the program 75% were at grade level.

READING CONSULTANT
(Continued)

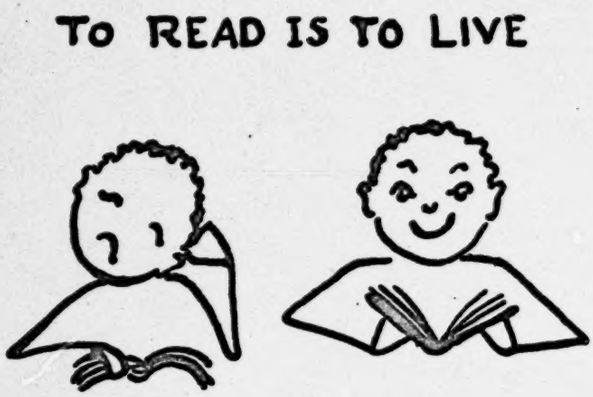
SPECIAL READING TEACHER

SPEECH THERAPIST
(Continued)

33 Individual Teacher Conferences

14 Group Conferences

Conferences were held before and after each series of demonstrations with individual teachers, and fourteen group conferences of teachers of particular grade levels were held.



Teacher Assistance

The program was also most beneficial to the teachers They became conscious of their own speech and took advantage of discussions with the speech teacher to analyze theirs and seek means to improve it. Several who had difficulties with certain words and phrasing had corrected these by the end of the term.

617 Books Read

In the remedial classes 617 books were read; of this number, 251 were read by those in the fourth grade group.

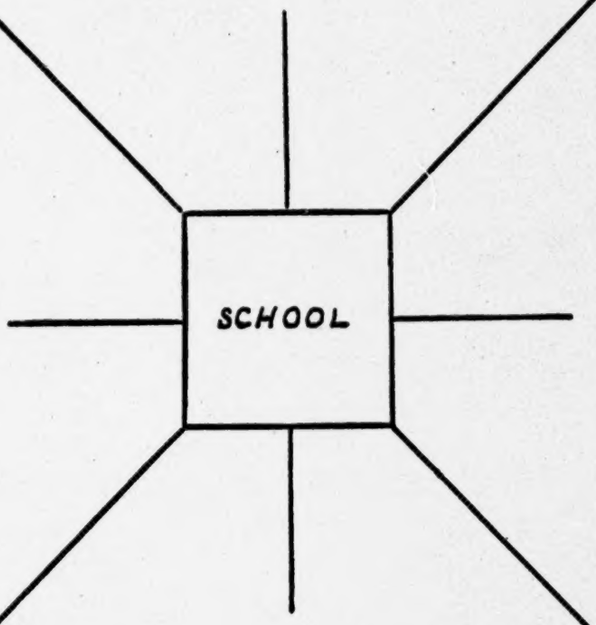
* * *

Our reading program didn't stay in school

Our reading program went home

The chart on page 12 shows how, through cooperative efforts, our reading program was extended to the homes in the community.

EXTENDING
THE READING PROGRAM
TO THE
HOMES IN THE COMMUNITY



HOME

600 Weekly Reader Subscriptions

Every family receives a subscription to this paper every week at various grade levels.

HOME

500 New Books Sold

Every child in grades 1 - 6 purchased a new book for home reading.

HOME

1500 Books Distributed

Every child in grades 1 - 6 was given at least three free books at his own reading level. These books were donated by other schools.

HOME

Leisure Reading

Each class was provided with sets of books that were available exclusively for home use every day.

HOME

250 Golden Book Encyclopedias

These picture dictionaries were purchased by the children from a local merchant through the cooperation and encouragement of the reading consultant.

HOME

Public Library

Each class visited the library and had an illustrated lecture and tour.

Each child secured a library card for his own use.

HOME

250 Subscriptions to Vacation Fun

Reading material for 8 weeks of summer reading was ordered for all children in grades 3 - 6.

This material was mailed weekly to each child's home from Scholastic Magazine.

HOME

Extending Reading Experience

A map of Historic Buffalo produced by the Buffalo Historical Society was given to each child with a letter suggesting places of interest to visit during the summer months.

AN ARTIST?

The General Art Program

One period of instruction for every class every week.

Consultant service offered to every teacher to assist in planning and preparing materials related to daily classroom lessons.

Special Art Activities

Four Creative Art Classes each week for talented pupils from each grade.

Four Craft Classes each week for children from all grades who were known to be "problems" or who had noticeable maladjustments.

MODEL CLAY

MODEL CHILDREN

One period of instruction for every class every week.

In addition:

Kindergarten	- Beginning Rhythm Band
Grade 1	- Chorus
Grade 2	- Rhythm Bands
Grade 3	- Flutophone Groups
Grades 4-5-6	- Instrumental Practice
Grades 4-5-6	- Chorus
Grades 5-6	- Glee Club

Consultant Service to all teachers.

In Ceramics

In Speech Class

USE OF COMMUNITY RESOURCES

Grade	Bus Trips	Walked	Parents Accompanied
6	4	2	3
6	4	2	3
5	4	0	4
5	4	1	1
4	3	1	4
4	3	1	0
3	2	-	0
3	2	-	0
3/2	2	-	0
2	2	-	0
2	2	-	0
1	3	-	0
1	3	-	0
1	3	-	0
1	3	3	3
Sp.	2	1	0
Kgn.	1	2	0
	47	13	18

Places Visited

1. Kleinhans Music Hall - Concert
2. Clinton Junior High School - Concert
3. Clinton Junior High School - Athletic Assembly
4. Flower Show at South Park Conservatory
5. Flower Show at Humboldt Park Conservatory
6. Buffalo and Erie County Historical Society
7. Buffalo Museum of Science
8. Buffalo Zoological Gardens
9. Main Branch of the Buffalo and Erie County Public Library
10. Neighborhood Super market
11. Neighborhood Poultry market
12. Neighborhood Ice Cream Factory
13. Neighborhood Y. M. C. A.
14. Kindergarten in a neighboring school

EVALUATION PROCEDURES AND DATA

To evaluate the program and to keep the staff well oriented in its operation, a program of testing achievement and mental ability in the Study School and in the Control School was used. At the beginning of the program all children were given group intelligence tests and achievement tests. All children at the fourth grade level were given individual Binet tests of mental ability. The achievement tests were again administered at the close of the pilot project period, about four months' time elapsing between tests. Some of the results of these tests are discussed in later pages of this report, and graphs of some of the results are included in the appendix.

In addition to the objective testing program, attempts at other evaluations were made by submitting evaluation forms to teachers to secure their opinions and evaluations of the program and the effects on the children in their classes. The following is a tabulation of the results of these expressions of opinion.

EVALUATION OF RELATED ACTIVITIES BY THE PROFESSIONAL STAFF

All these items were rated as having significant value for the program this year. Their value is listed in decreasing order though the differences in value were very small.

1. Science demonstration and lecture
2. Assistance of School Social Worker
3. Bus Trips to Places in the Community
4. Teachers' Conference period on alternate Fridays at 2:30
5. Initial Orientation Meeting
6. Distribution of Weekly Readers to every pupil
7. Lecture by the Health Department Personnel
8. Additional Nursing Service in the School
9. Reading Center Visits arranged for the Teachers
10. Summer Subscriptions to Vacation News for all pupils in Grades 3 - 6.
11. Trips to the Conservatory arranged through the Cooperation of the Parks Department
12. Demonstrations by Book Company Representatives

EVALUATION OF THE INSTRUCTIONAL PROGRAM

In the evaluation these items were listed as having significant value. They are listed in decreasing order of value though the differences were small.

1. Extended Music Activities at All Grade Levels
2. Extended Art Activities at All Grade Levels
3. Services of the Speech Therapist
4. Services of the Reading Consultant
5. Services of the Special Coaching Teacher in Reading
6. Services of the Special Coaching Teacher in Arithmetic
7. School Testing Program
8. Re-organization of Classes on the Basis of Reading
9. Selection and Adaptation of Reading Materials to All Grade Levels
10. Additional Teaching Aids
11. Additional Instructional Materials in Basic Subject Areas
12. Additional Audio-Visual Materials
13. Additional Reference Materials

EVALUATION OF PUPIL PROGRESS

	PER CENT OF PUPILS*		
	No Improvement	Some Improvement	Much Improvement
1. Ability to Read More Effectively	6.5	44.0	49.5
2. Ability to Write More Effectively	8.6	52.0	39.4
3. Ability to Speak More Effectively	6.0	36.5	57.5
4. Interest in Reading	4.2	25.7	70.1
5. Increase in the Number and Variety of Books Read	5.1	22.5	72.4
6. Development of Vocabulary	9.1	33.7	57.2
7. Greater Competency in Mathematics	10.1	53.1	36.8
8. Increased Interest in Science	6.0	53.5	40.5
9. Increased Participation in Music	3.1	33.3	63.6
10. Increased Participation in Art	9.6	45.9	44.5

* * *

*Based on mean achievement by class groups involving 432 cases in Grades 1-6 — Total 16 classes.

Note: Items 1, 6 and 7 above are based on variance from norms on standard achievement tests. All other items on pupil progress and attitudes are based on an opinionaire completed by all the teachers and specialists who had been continuously involved in the program.

* * *

Incidence of Retarded Children at School No. 12

Psychometric testing in conjunction with the Ford Foundation Study and regular city-wide testing uncovered an incidence of 9% of mental retardation (I.Q. 50-75) present in School No. 12. These retardates, with the exception of 15 pupils in a special class, are presently seated in regular classrooms, and therefore affect all measures of ability and achievement.

EVALUATION OF PUPIL ATTITUDES

		PER CENT OF PUPILS*		
		No Improvement	Some Improvement	Much Improvement
TO				
1.	a. School - - - - - - - - - - - -	12.5	26.0	61.5
	b. Teachers - - - - - - - - - -	6.5	46.2	47.3
	c. Peers - - - - - - - - - - - -	9.3	40.2	50.5
	d. Community - - - - - - - - -	6.6	55.1	38.3
2.	a. Classroom Discipline - - - -	5.6	42.0	52.4
	b. Classroom Participation - -	8.4	44.6	47.0
	c. Special Services - - - - - -	6.5	27.4	66.1
	d. Additional Instructional Materials - - - - - - - -	11.9	31.2	66.9
	e. Additional Teaching Aids - -	16.6	28.0	55.4
3.	a. Better Adjustment to School Life - - - - - - -	12.0	39.0	49.0
	b. Interest in School Work - -	2.0	22.9	75.1
	c. Desire to Continue School - -	14.2	29.0	56.8
	d. Quality of Work - - - - - -	11.5	42.4	46.1
	e. Homework Assignments	16.5	37.1	46.4

*Based on mean achievement by class groups involving 432 cases in Grades 1 - 6 -- Total 16 classes.

tests show a favorable increase in the rate of progress for all but a small number of children, and the evaluations of the faculty show significant improvements in progress and attitudes for more than half of the children, some improvement for most of the other children and no change for only a small percentage of them. By all evaluations it appears that the project is meeting with marked success in adapting a program of education to meet the needs of children in a culturally impoverished part of the community.

SOCIAL SERVICE, COMMUNITY INVOLVEMENT AND COOPERATION

Since the beginning of the Ford Foundation Project in Buffalo in January 1961, the services of a School Social Worker have been available full time. It is too early to evaluate these services completely, and it may be years before the effects of the more intangible services can be estimated.

In the beginning, teachers, unaccustomed to a social worker in their midst, were unsure of her function. Therefore, some time was spent in conferences to interpret the scope of the work. She was regarded as an old-time truant officer, a disciplinarian, a probation officer or a Lady Bountiful, but the teachers, now understanding the function, have accepted both the limitations and the possibilities of the position and have made most appropriate referrals. Consequently, conferences with the teachers — and there are dozens of them each day — can now be used more fruitfully and be concentrated on the child's needs.

As the children and their parents have come to trust the social worker and reveal themselves to her, it has become increasingly evident that many are wrestling with subtle and difficult emotional problems that will require intensive casework help for an extensive period of time. This could not be offered this year because of the short period of time available.

However, many other services were given. Some families had trouble about their relief checks, often because they did not understand the items and amounts covered or they miscalculated the length of time for which the check was issued. Several telephone calls to their caseworkers were made, and it was established that the error was sometimes the worker's, not the client's. The Home Economist of the Welfare Department, as a result of a telephone call during which the scope of the project was explained, sent us a manual used to compute the budget and a recipe booklet using low cost foods and surplus foods. The information in the recipe booklet has been widely disseminated, and because of the interest in it, the Home Economist is being invited to address the P.T.A.

A similar offer has been made by the Home Bureau, which has offered speakers on any topic relative to homemaking which will be of interest and use to members of the P.T.A., or the older girls in the

school. Since cooperation is a two-way street, the social worker has volunteered her help in drawing up simple, uncomplicated rules for the washing machines, which the Home Bureau has been requested to do by the owner of a Laundromat in the area, and which they find difficult to express in non-technical, easily understood terminology.

The American Red Cross has offered to conduct a course in home nursing for parents, many of whom have shown great enthusiam for this project. This too will be organized through the P.T.A.

Through the services of the Goodwill Industries, the Ladies of Charity, the St. Vincent de Paul Salvage Bureau, other community agencies and a few individuals, clothing has been secured for nearly seventy children. This has ranged from a single pair of shoes to complete outfits for an entire family, including pre-school children.

One family was made aware of an opportunity to secure more adequate living quarters, but was unable to effect a move because of a tangled financial situation; by the time its affairs were straightened out, the property had already been rented. A talk with the landlord resulted in the restoration of water and some badly needed repairs to the property. Two of several men who were referred to the New York State Employment Service and other similar agencies secured work.

Many families were referred to, and used, the services of specific clinics of several hospitals. There have been professional conferences with doctors and social workers at the Neurology Clinic, the Speech and Hearing Center, the Out-Patient Department and other divisions of Children's Hospital, Buffalo State Hospital, Meyer Memorial Hospital, Buffalo General Hospital, and various clinics maintained by the Health Department. Monsignor Carr Institute has accepted for treatment several children whose families were referred there. Social agencies, too, have indicated their willingness to help. At the present time several families are being referred to Family Service Society, the Church Mission of Help, and the Marital Counseling Service at Canisius College. Negotiations are under way, also, to secure scholarships to a summer art class for about a dozen particularly talented children, at the University of Buffalo.

n The list of agencies in the city whose services have been utilized seems almost endless, and many more have offered their help which will be used at an appropriate time in the future. Among the most generous ones are Cradle Beach and the Y. M. C. A., both of which offered us twenty camperships. This means that, with the three children who have been referred to the St. Vincent de Paul Health Camp, forty-three of our children will attend camp during the coming summer.

This is, of necessity, but a partial listing of the social worker's services, which, directly or indirectly through help to the families, have been extended to more than two-thirds of the children in the school. They have ranged from the simple act of securing a pair of shoes to offering casework help of a high professional level to a child and three parents with suicidal tendencies, an alcoholic father, a drug addict, several severely rejecting mothers, and others with serious emotional problems, none of whom would either seek or accept help from social agencies.

This work has been carried on quietly and unobtrusively, without fanfare or publicity, with complete respect for the principle of confidence, and with adherence to high professional standards. A wide variety of techniques have been used; short cuts have been taken wherever possible without detriment to the client; for example, records were kept to an absolute minimum, as was correspondence. The telephone was used much more extensively than is customary and professional conferences, which sometimes tend to drag on interminably, were kept brief and purposive.

Well over one hundred home calls were made, and there were over one hundred parent interviews in school. On an average, twenty-five children a day were interviewed, and the interviews ranged from a few minutes conversation in the hall to hour long conferences. Conferences and consultations with the principal, the teachers and other school personnel have been numerous.

The social worker has been accepted by the faculty, the children and the community. The ground work has been laid for an expanded and more far-reaching program next year. We are hopeful of obtaining students who are sociology majors at local colleges, and feel that this will be a mutually beneficial arrangement. While it will undoubtedly take a great deal of the social worker's time to teach and supervise students, it will also free her from the more routine duties and permit her to spend a greater proportion of time giving direct casework help to children with social and emotional problems who cannot receive this help in any other way.

There are no tools or techniques by which progress in the field of human relations can be accurately measured. Nevertheless there are signs, which properly interpreted, tell whether the practitioner is on the road to failure or success. Teachers are making referrals

in greater numbers and for more appropriate reasons than they were previously. Attendance at P.T.A. meetings has increased five-fold, and at some meetings, ten-fold; this is an area where most women are either working or kept housebound by many pre-school children. Some have even taken time from work to attend. Parents themselves are seeking help, and are referring other parents. Children also are going directly to the social worker and bringing their friends. Significantly, only one has asked for material help. The others have come to discuss problems and seek guidance. These are signs of immediate success; how permanent the results will be, or how far-reaching, time and time alone, can tell.

SUMMARY

In a Pilot Project one could expect that the pilots knew where they were going and how to get there. Perhaps the word, *pilot*, is misleading in this study. The staff and planners of the project did have goals anticipated and they knew where the children had been and were in achievement and environmental influences, but they were not sure of the routes to the goals or the vehicles for traveling to them or the speed that would be safe to travel. They are aware that the children in the culturally different areas are hampered by a series of disadvantages which have to be overcome if a fairer basis for accomplishment is to be laid.

There are cumulative effects of living inferiorily, living with economic uncertainty, living with different value patterns, living as members of a minority group in a society that has accorded them little social status and limited incentives. Surely, children with these handicaps have needs that are different, difficulties to overcome that are unique, value patterns, self images and motivations that do not contribute to successful attainments in the society of which they must become a more completely functioning part. Culturally different, culturally deprived, culturally impoverished, no matter how it is indicated, there is a challenge to schools and all the other agencies of individual and community improvement to seek new ways, or adapt former ways, but by some means to find successful ways of compensating for these influences so that individuals so hampered may more fully realize their potential for development and thus become more successful members of our society.

Much of the work of this Pilot Project has been probing into ways and means, methods and materials, areas beyond the classroom, cooperative ventures with parents, community agencies and institutions to find more effective bases for operating an educative process for pupils, teachers, parents and others concerned with improvement in community living and pupil achievement. Since the children involved in the study live in a sort of environment that, to a great extent, is discontinuous with school experience it seemed wise to make changes in the school program so that the life in school and outside of school reduced features of negative criticism and rejection. Through the parents and parents' organization, the visiting social worker, programs for parents, and cooperative efforts with social agencies and many other devices bridges from home to school and from school to community were sought. These efforts were rewarding. In the short period of operation there were many evidences that the pilot was in this area traveling at a favorable speed in the right direction.

In the preceding pages on Observational Data and Quantitative Data there is much objective measurement that indicates successful progress in the pilot stage of the project. Children are doing many things that point the way toward better achievement, better social attitudes, and stronger motivations to improve themselves both through their own industry and taking advantage of opportunities that are provided for them. The achievement test data indicate remarkable acceleration for more than half of the children at every grade level. The median achievement in every class has risen significantly. Though there are great differences in individual responses there are no individuals who have failed to respond. Quality of work, measured by sampling of performance, and degree of achievement, measured by the medians of the test results in each class, have been raised fifty per cent above previous achievement.

Significant progress in excess of that in the control school has been made, though the degree of achievement in the control school has also increased. Since the teachers in the control school were aware of the situation it seems that the project has resulted in beneficial effects in both schools.

If we calculate the cost of the improvement beyond the norm for the grade during the period of the pilot study, it appears that we could secure two months additional progress in a period of four months for very little additional cost—actually about twenty cents per day per child or ten cents per child per month of progress in excess of the normal rate of progress.

The graphs in the appendix show the progress of the pupils during the period of the pilot study, as measured by the specified tests. Though these tests may be unfair to the children as measures of mental ability or achievement, they are accepted instruments of measurement and do give objective data which are significant.

It is apparent that efforts to compensate in the school program for deficiencies in the social and intellectual background of the pupils have begun to make favorable differences in the achievement of the children. The remarkable responses of the children measured in the reading tests show that the usual accumulating retardation in reading has been arrested. Where, at the beginning of the study, classes measured in reading achievement showed a median retardation of one year in the third grade and two years in the sixth grade, these groups,

tested four months later, have medians that have been raised six months. (Table I) In grades two through six, median scores show from two to four months progress in reading in excess of the normal four months achievement. (Table II) Though the grades have not as yet achieved normal grade levels in reading, it is clear that the problem of retardation will be solved within a relatively short period as the program continues. The changes in the reading levels of the second grades show the rapid improvement in reading level. (Table III) The same effect is shown in the graph (Table IV) of the achievement of the sixth grade pupils where a significant number of able pupils have moved up two years beyond grade level.

The Intelligence Quotients obtained by both individual (Binet) and group intelligence tests show how similar are the school populations in the Studied School No. 12 and the Control School No.47, as shown by the median scores 92.5 and 92 (Table V). The range of Binet Test Scores is further evidence of the similarity of the abilities of the children in the two schools.

In the process of more carefully measuring the abilities of the children in both schools, an incidence of nine per cent of mental retardation was found in each of the schools. These children, with Intelligence Quotients between 50 and 75, are in the regular classes of the schools and therefore affect the results of ability and achievement tests.

The favorable effect of the small coaching classes in reading is shown in the progress of the children of these groups where, with only four exceptions out of fifty-two, children who had made very little progress in reading have begun to read, and many have made progress far beyond the normal rate.

In the enrichment, innovations, wider involvement, and improvements of the pilot project, it is impossible to evaluate separately the effectiveness of the various contributions. It was by a combination of the latter that those operating the project sought to adapt and develop a school program fitted to the needs of children deprived of normal opportunities for social and educational development. That the results are favorable is demonstrated by the evaluations of the teachers and the results of the testing program. Undoubtedly the intangible values of the study are greater than the tangible. Changes in attitudes, values and motivations have begun to be recognizable, but as yet their strength or degree of permanence is vague.

Some of the changes have appeared in the community as reported in the section on Community Involvement. Awareness of more favorable relationships of parents with the school has been reported by the School Nurse and some of the local social workers. To indicate all of the evidence of action toward the attainment of an improved school program for children in a culturally deprived area would be very difficult. There are facts substantiated by objective evidence; there are subjective evaluations made by competent observers and participants in the action of the program and there are much significant data showing individual improvement.

All of these evaluations of the study indicate that the pilot project has started many favorable trends toward individual and community improvement. The study is attaining its purpose and its methods of attacking the problems are meeting with success.

TABLE I

Median Reading Scores by Grade - School #12

February 1961 - June 1961

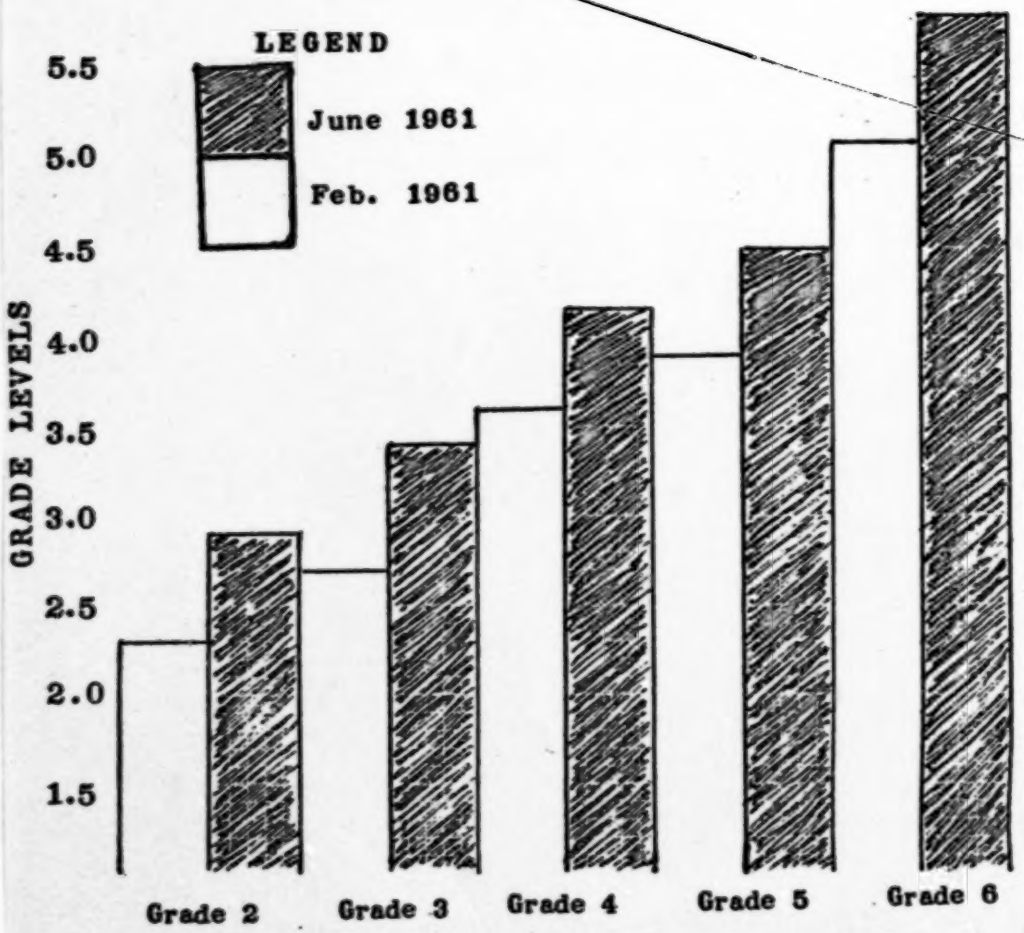


TABLE II

Grade Level Placement of Pupils at School #
Based on Median Scores of Stanford Achievement Readi
February 1961 - June 1961

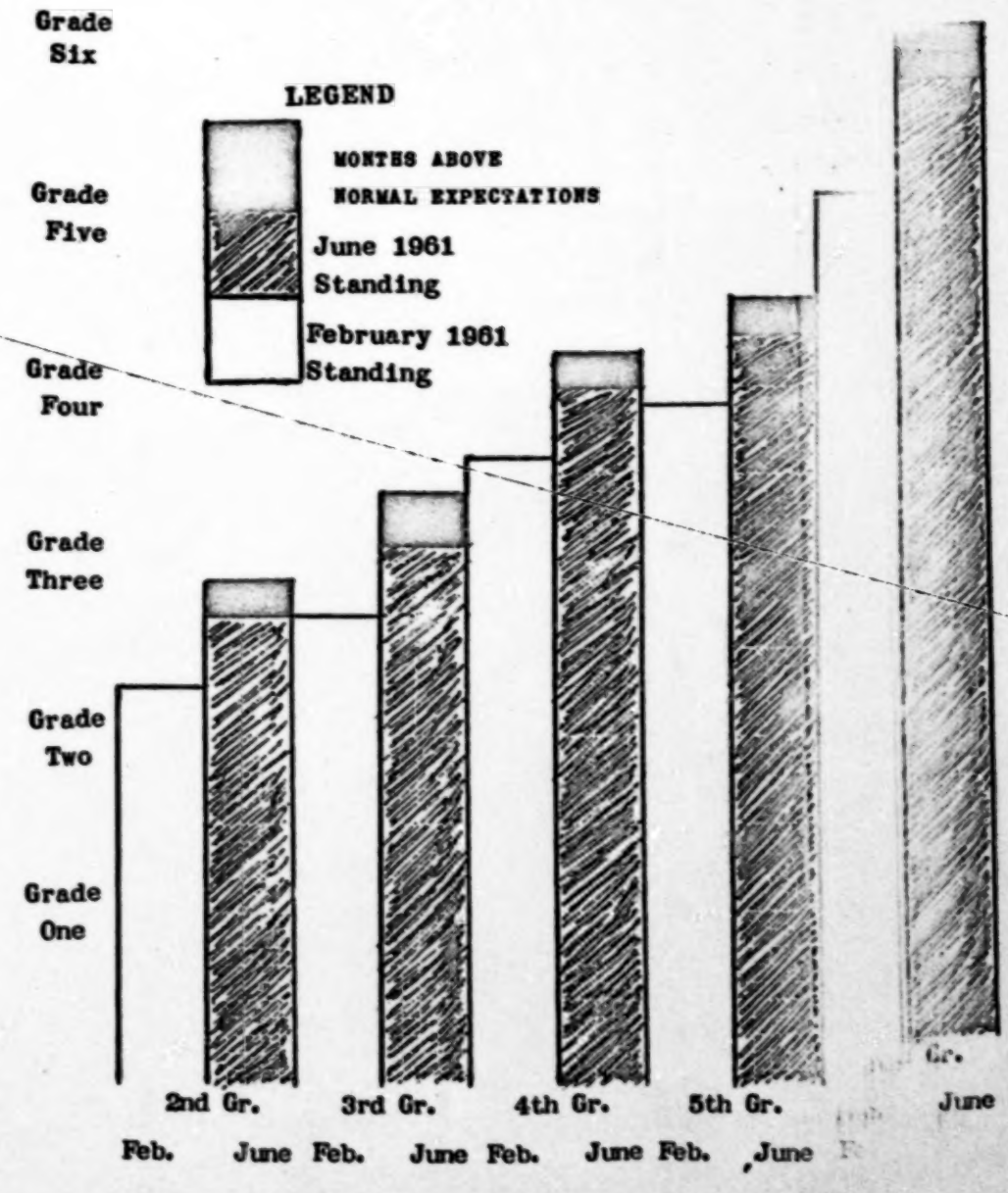


TABLE III

anges in Reading Levels of 2nd Grade Pupils - School 12
February 1961 - June 1961

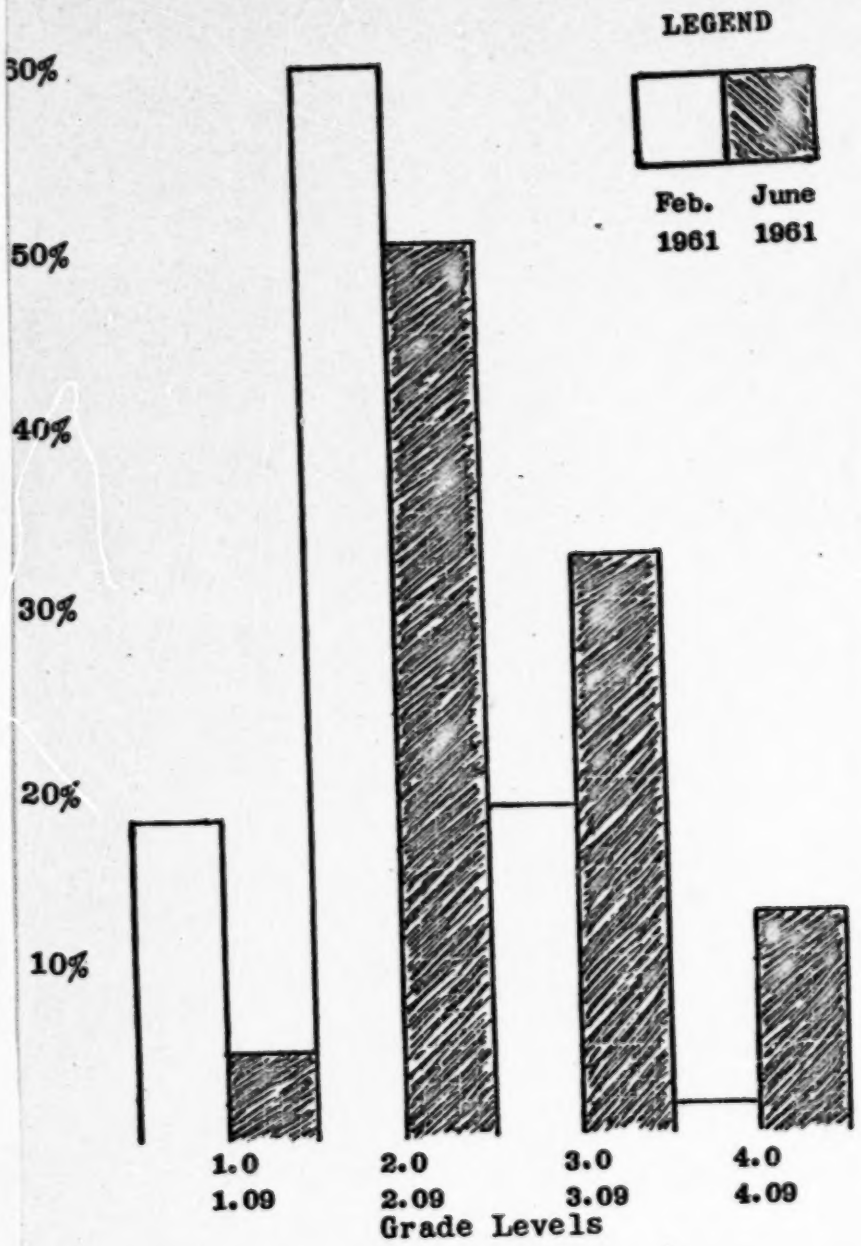


TABLE IV

Reading Grade Levels of 6th Grade Pupils - School #12
February to June 1961

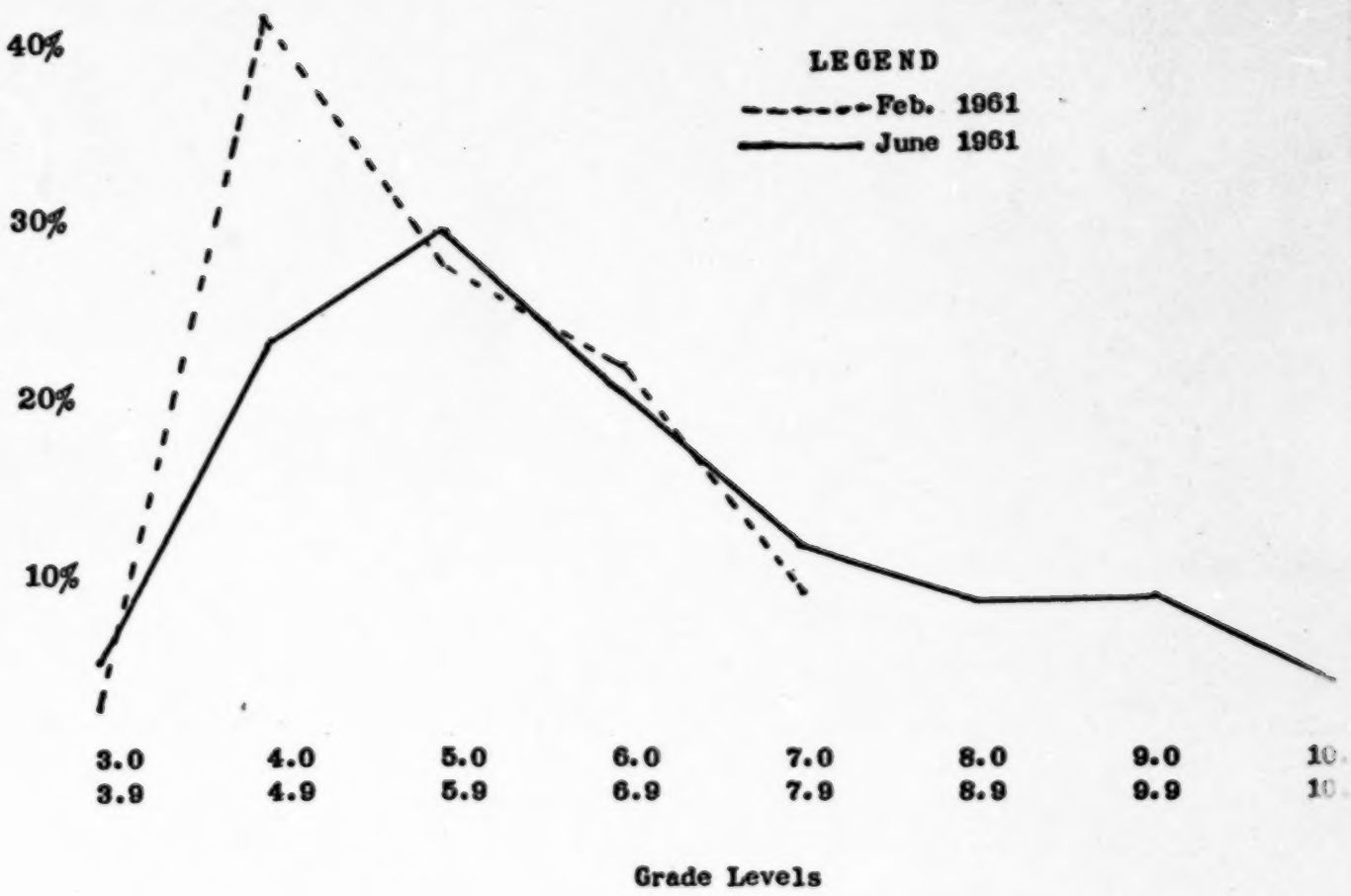
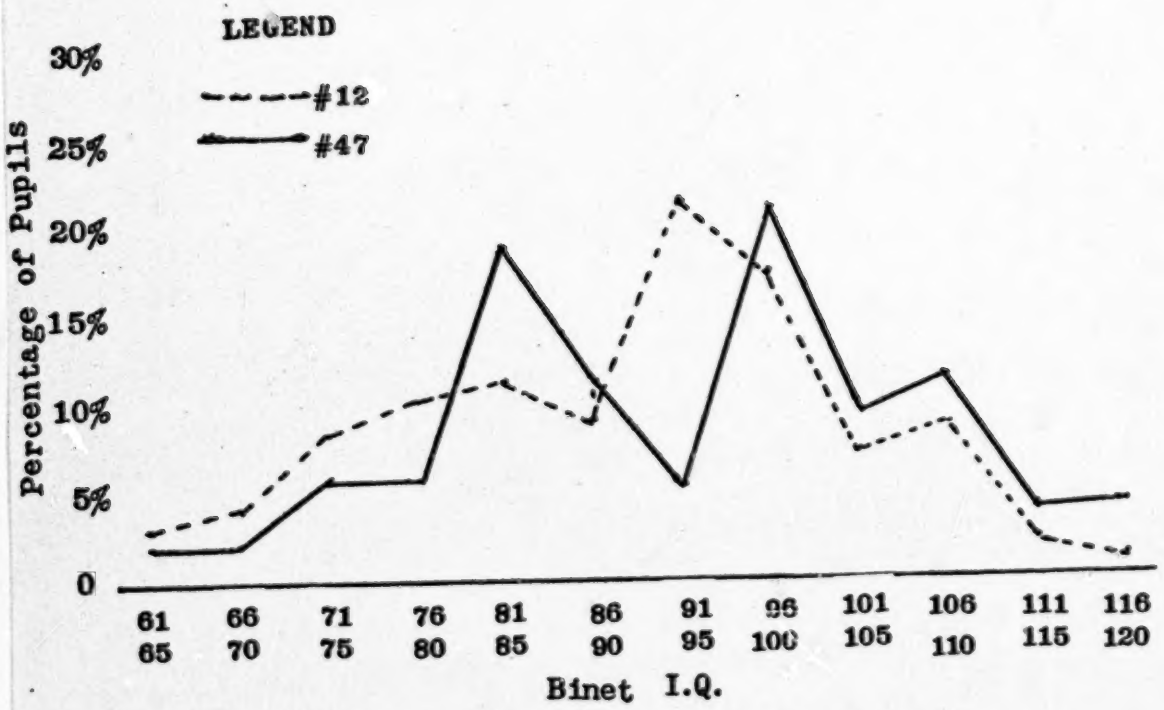


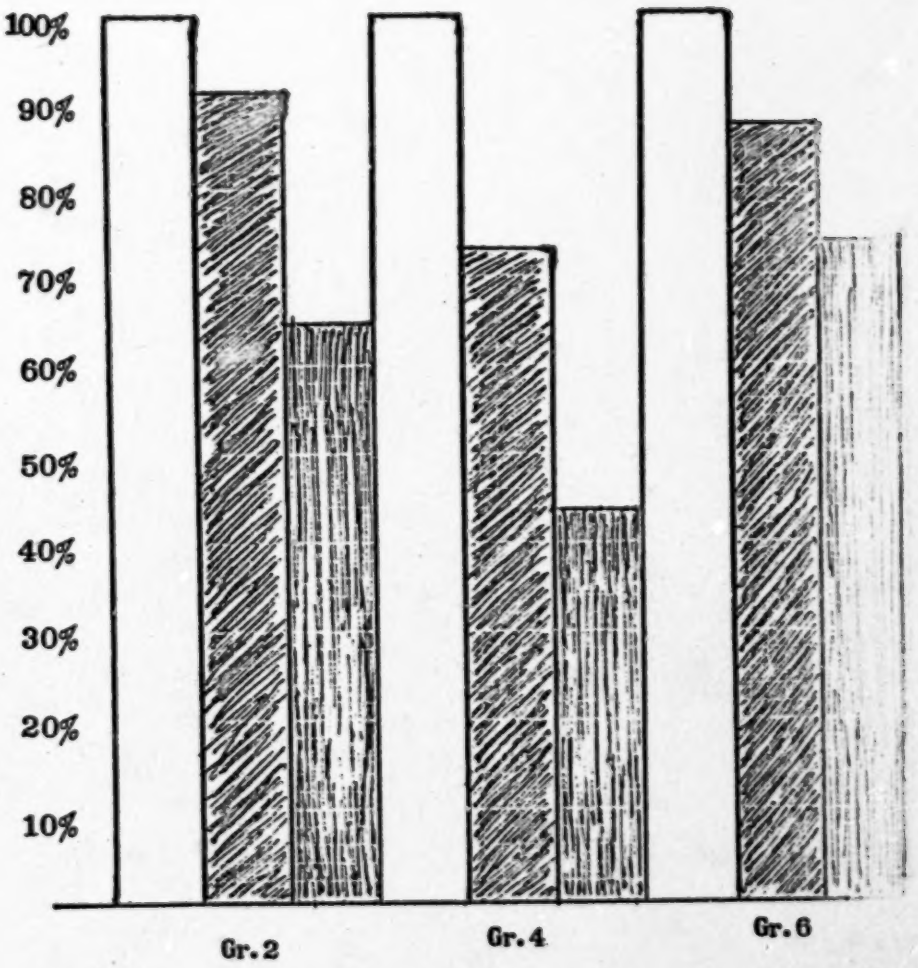
TABLE V

BINET I.Q. SCORES OF 4TH GRADE PUPILS - SCHOOLS 12 and 47



I.Q. Median
School #47 - 92.0
School #12 - 92.5

Achievement Chang[illegible]n Grades 2, 4 and 6
Februar[illegible], June 1961



LEGEND

Total Children Gained 4 months or more

Total Children Gaining

Total Children in Grade